Metanoia student experience strategy 2026–2028

Section A: Context and scope

1. Institutional context

This strategy sets out Metanoia's institutional approach to the student experience for the period 2026–2028. It defines what students can expect beyond the academic curriculum and how the Institute will design, deliver and continuously improve a holistic, inclusive and outcomes-focused experience.

By 2029, this strategy will deliver transformative institutional change:

- Every student accesses a coherent support ecosystem that minimises unnecessary repetition and provides clear, coordinated routes to support and clinical guidance.
- Student voice actively co-creates institutional change, with transparent "You Said, We Listened" reporting across all programmes.
- Sustained reduction in continuation and award gaps for APP priority groups, with progress measured against agreed APP targets.
- Students transition seamlessly into professional clinical practice with bespoke employability, placement, and practice-setup support.

It provides the framework through which academic and professional services staff, in partnership with students, design, deliver and continuously enhance the student experience across all modes of study. The strategy also makes transparent to students the standards of experience and support they can expect throughout their journey.

This strategy sits alongside and complements the Education Strategy to ensure that the co-curricular environment seamlessly supports the formal curriculum. Together, they report into the Metanoia Strategy to ensure every student is holistically supported, valued, and empowered to succeed throughout their entire learning and developmental journey.

2. Strategic scope

This strategy encompasses the entirety of the student journey at Metanoia, ensuring the enrichment of every touchpoint across the student lifecycle:

- *Pre-entry & admissions:* clear information, expectation setting, finance and support guidance.
- *Transition & induction*: belonging, academic confidence, orientation to systems and support.
- *In-course experience:* engagement, feedback, embedded skills development and proactive support.
- *Completion & progression*: graduating into employment, PSRB alignment, alumni engagement and Metanoia Membership.

This strategy applies to all students across all academic levels, departments, delivery modes, and professional training pathways. Responsibilities for each stage will be clearly defined across academic and professional services to ensure continuity and coherence.

Section B: Strategic alignment

1. Purpose

The Student Experience Strategy informs the approach to co-curricular delivery, student engagement, and holistic student support across Metanoia. It translates our core values - Community, Inclusion, Openness, Responsibility, Challenge, and Growth - into actionable commitments that shape the student environment.

2. Alignment with strategic aims

The strategy supports and advances the four institutional strategic aims:

Institutional Aim	Student Experience Objective	Intended Outcome	Strategic Measure
Inclusion	Mainstream Universal Design for Learning (UDL) and culturally responsive support across all student touchpoints.	Barriers to learning are proactively removed; underrepresented cohorts feel safe, valued, and supported.	Reduction of continuation and award gaps for APP priority groups.
Innovation	Modernise support infrastructure and streamline core administrative workflows	Frictionless, intuitive digital interaction and swift query resolution across academic and professional teams.	Student Hub interaction satisfaction; enquiry turnaround tracked against agreed SLAs.
Intelligence-led	Embed proactive engagement monitoring and robust student feedback mechanisms.	Early identification of disengagement and transparent institutional action in response to student voice.	NSS and PRES satisfaction scores above sector benchmark; closed-loop feedback action tracking.
Sustainability	Optimise student retention, clinical progression, and lifelong professional	High student retention, timely qualification, and active post-graduation alumni networks.	Continuation trajectories; conversion to Metanoia Professional Membership.

	membership engagement.		

3. Interconnected priorities

To ensure a unified student journey, this strategy operates in close alignment with other key institutional frameworks and priorities:

- **Institutional & academic:** Metanoia Institute Strategy, Education Strategy, Learning, Teaching, Assessment & Feedback Strategy.
- **Equity & regulatory:** Access and Participation Plan (APP), Equality, Diversity, and Inclusion (EDI) Strategy, Clinical Training & PSRB Frameworks.
- **Operational & growth:** Marketing & Communication Strategy, Enterprise & Innovation Strategy.

Section C: Vision and design principles

1. Vision for the Metanoia student experience

We will provide an empowering, inclusive, and transformative student experience that recognises the unique personal and professional demands of therapeutic training. We commit to a student-centric environment where every trainee is supported through their clinical formation, connected to a rich community of practice, and empowered by expert, relational professional services.

2. Design principles

All student experience activity will be guided by the following principles:

- *Inclusive by design* - barriers are anticipated and removed through proactive and accessible approaches.
- *Evidence-led and proactive* - decisions are informed by data, insight and student voice, with a commitment to continuous enhancement. This facilitates proactive identification of student needs and provision of early support to maximise student progression and success.
- *Seamless and joined up* - students are supported consistently and holistically, with clear routes to help.
- *Student partnership* - students are active partners in shaping, evaluating and improving their experience.
- *Flexible and context aware* - our support is tailored to the specific needs of our students, providing choices about how they engage and ensuring relevance through monitoring and user feedback.
- *Relational & culturally responsive* - our services and interactions prioritise empathy, human connection, and trust, while actively respecting diverse backgrounds, lived experiences, and the unique personal demands of clinical training.

Section D: Strategic objectives

The strategy is structured around four interconnected themes which describe how institutional priorities are experienced by students:

Theme 1: Belonging and professional community

Outcome: Students experience an immediate sense of belonging, form lasting networks within a distinct professional learning community, and see their voice directly shape institutional decisions.

Strategic objectives:

a) **Build early belonging:** Design transition and induction activities that foster early connection, academic confidence, and identity across all study modes.
b) **Nurture professional networks:** Facilitate tailored networks and cohort-building initiatives that strengthen professional connection across our diverse student demographic.
c) **Close the loop on student voice:** Embed robust feedback mechanisms that capture diverse student perspectives, ensuring insights drive transparent institutional action and visible change.

Theme 2: An integrated support & wellbeing ecosystem

Outcome: Students experience timely, coordinated, and confidential support through a clear single point of entry, with complete clarity between pastoral care and formal clinical/fitness-to-practise assessments.

Strategic objectives:

a) **Single-point access:** Deliver a joined-up, single-point support model so students seeking pastoral, academic or disability assistance experience continuous care without repeating their story or navigating multiple service points.
b) **Proactive & culturally responsive wellbeing:** Deliver preventative mental health and resilience support tailored to therapeutic training demands, ensuring underrepresented students feel safe, validated, and equipped to navigate clinical practice.
c) **Early & supportive risk intervention:** Deploy real-time engagement data and outreach pathways to identify struggling students early, preventing issues from escalating into formal study interruptions or withdrawals.

Theme 3: Enabling academic success & professional outcomes

Outcome: Students receive seamless academic enablement and bespoke career support that empowers them to complete their studies, fulfil PSRB criteria, and establish thriving clinical careers.

Strategic objectives:

a) **Frictionless handovers:** Establish clear operational boundaries and referral protocols between Primary Tutors, Academic Coordinators, and Professional Services, ensuring rapid query triage and relieving administrative burden on academic teams.
b) **Academic support enablement:** Work in partnership with academic teams to ensure learning resources, digital library access, and study skills support are available at appropriate points throughout the student journey.
c) **Bespoke clinical employability:** Provide tailored guidance on placement navigation, private practice setup, and professional accreditation to ensure trainees transition smoothly into qualified clinical careers.

Theme 4: A flexible and digitally enhanced journey

Outcome: Students interact with consistent, accessible, and user-friendly digital systems that simplify administration and enhance professional capabilities.

Strategic objectives

a) **Intuitive online information:** Enhance the Student Hub and core platforms to provide seamless, single-sign-on access to intuitive information and services.
b) **Targeted lifecycle communications:** Deliver clear, stage-appropriate messaging across the student journey, ensuring trainees receive relevant guidance exactly when they need it without information overload.
c) **Digital & AI capabilities for practice:** Equip students with modern digital skills, virtual platform confidence, and ethical AI literacy to prepare them for contemporary, technology-enabled clinical practice.

Section E: Student partnership and voice

At Metanoia, students are active partners and co-creators of their educational environment. We commit to a culture where student participation demonstrably influences institutional governance and drives tangible change. We will achieve this through:

- **Visible impact ("You Said, We Listened"):** Transparent reporting demonstrating exactly how student feedback shapes policy, support services, and investment.
- **Co-design as standard:** Involving students as active collaborators in designing new digital tools, support pathways, and co-curricular initiatives.
- **Empowered student representation:** Providing comprehensive training and support for student representatives sitting on institutional committees.

Section F: Measuring success

Progress against this strategy will be evaluated through a Balanced Scorecard, establishing clear baselines and 3-year performance targets across six strategic dimensions:

1. **Belonging & experience:** NSS / PRES satisfaction scores mapped against sector benchmarks.
2. **Continuation & completion:** Positive progression and completion trajectories tracked against historical baselines across all programmes.
3. **Differential outcomes:** Progress towards narrowing continuation and award gaps for APP priority groups in line with institutional APP commitments.
4. **Service responsiveness & quality:** Transparent SLAs for query turnaround, clear triage boundaries, and high first-contact resolution rates across student support.
5. **Digital experience & access:** High adoption of the Student Hub, streamlined navigation, and a measurable reduction in repeat enquiries through self-service clarity and friction-free process design.
6. **Employability & progression:** Student conversion into clinical placements, private practice, and Metanoia Professional Membership.

Baselines for each metric will be established in Q1 2026/27 to set realistic 3-year targets and interim milestones. Where performance targets already exist - such as within the Access and Participation Plan (APP) - the scorecard will use those existing measures rather than creating new ones. Primary metrics like retention and gap closure represent shared institutional goals monitored through Academic Board.

These measures are used not only to monitor performance, but to inform how the student experience is designed and improved, ensuring that continuation, completion, and progression outcomes are actively shaped by institutional practice rather than retrospectively addressed.

Section G: Governance and delivery

The governance structure ensures institutional accountability and long-term resilience. It covers high-level objectives to an annual implementation plan aligned to planning cycles.

Our governance arrangements will ensure effective delivery through the following:

- *Establish strategic leadership and ownership*: To bring structure, clarity, and consistency across co-curricular areas.
- *Establish accountability and responsibilities***:** Ensuring roles are understood across professional services and academic teams.
- *Involve students as partners***:** Position students as full partners in the monitoring, evaluation, and review of all strategy initiatives through designated committees.
- *Ensure regular reporting***:** Data-led progress reporting to senior leadership.
- *Support continuous improvement*: Drive a culture of continuous improvement through an annual review and refresh cycle, matching operational priorities against real-time survey feedback (NSS/PRES) and strategic goals.

Section H: Strategy review

This strategy will be reviewed annually to ensure it remains responsive to student needs, institutional priorities, and the external professional, regulatory, and higher education environment.

Appendix: Indicative Year 1 implementation plan (2026–2027)

The following priorities represent an indicative roadmap of early operational actions designed to test and deliver the strategy's core objectives. These proposed actions, timelines, and milestones will be refined through formal consultation with academic teams, professional services, and student representatives during Q1 2026/27

Strategic Theme	Year 1 Proposed Focus Area	Key Milestones & Deliverables	Target Dates	Indicative Success Criteria
Theme 1: Belonging	Student induction & transition	Review student induction and transition across all modes.	Q3 2026/27	Induction framework deployed across the Institute.
Theme 1: Belonging	Student survey framework	Establish NSS lifecycle plan. Deliver student survey framework; launch "You Said, We Listened" pages.	Q3 2026/27	Increase in target NSS areas; survey framework established
Theme 2: Integrated Support	Support mapping & boundary review	Map triage pathways between Academic Coordinators, Primary Tutors, and Student Support teams.	Q2 2026/27	Clear triage protocol documented; no boundary confusion reported in staff feedback.
Theme 2: Integrated Support	Revised Learning Support Plan (LSP)	Co-design and deploy streamlined LSP workflow for students with disabilities/neurodiversity.	Q3 2026/27	Positive student satisfaction and staff feedback.
Theme 3: Student Success	Academic Coordinator role refinement	Review responsibilities to provide clarity of support for students and academic teams.	Q3 2026/27	Operational rollout completed; clear administrative handoffs established.

Theme 3: Student Success	Co-curricular support integration	Collaborate with academic leadership to map co-curricular academic support and library induction into priority programmes.	Q3 2026/27	Support sessions embedded across priority revalidated timetables.
Theme 3: Student Success	Library discovery & SSO upgrade	Implement Single Sign-On (SSO) discovery platform, upgraded CLA license, and Collection Policy.	Q2 2026/27	SSO operational; baseline digital collection usage established with positive trajectory.
Theme 4: Digital Journey	Student Hub navigation review	Streamline Student Hub layout and improve access to information.	Q2 2026/27	Key information reachable in minimal clicks; reduced repeat queries to support teams.
Theme 4: Digital Journey	Digital & AI literacy guidance	Develop student-facing guidance on academic integrity, ethical AI use, and clinical digital skills.	Q3 2026/27	Guidance published on Student Hub.